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MUSIC THERAPY IN EDUCATION

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Summary: The article deals with the use of music therapy in the field of education. Different aspects of music are analyzed. Some advantages and disadvantages of music therapy are considered. Special attention is paid to the use of music therapy in the Zaporozhye State University. The conclusion is made that there is no adequate training in Ukraine regarding the educational needs of students with disabilities and limited knowledge of effective teaching strategies to meet those needs.

Key words: brainwaves, health, help, music, university.

Анотація: Стаття присвячена використанню музикотерапії в галузі освіти. Аналізуються різні аспекти музичної терапії. Розглядаються недоліки та переваги музичної терапії. Особлива увага приділяється використанню музикотерапії у Запорізькому державному університеті. Висновком є те, що на сьогодні в Україні відсутня незалежна професійна підготовка для викладачів для того, щоб використовувати ефективні методи викладання для задоволення потреб учнів і студентів з обмеженими можливостями.

Ключові слова: допомога, звивини мозку, здоров'я, музика, музикотерапія, університет.

Аннотация: Статья посвящена использованию музыкотерапии в области образования. Анализируются различные аспекты музыкальной терапии. Рассматриваются недостатки и преимущества музыкотерапии. Особое внимание уделяется использованию музыкотерапии в запорожском государственном университете. Выводом этого является то, что на сегодня в Украине отсутствует необходимая профессиональная подготовка для преподавателей, чтобы использовать методы преподавания для удовлетворения потребностей учащихся и студентов с ограниченными возможностями.

Ключевые слова: здоровье, извилины мозга, музыка, музыкотерапия, университет.

Music therapy is known in over the world. But on the materials of the faculty of Social Pedagogy and Psychology of the State Zaporozhye University Ukraine doesn't have so much practice as Europe and USA have. This article can be helpful if you want to find out more information about sound healing. Research has shown that music has a profound effect on your body and psyche. In fact, there's a growing field of health care known as music therapy, which uses music to heal. Those who practice music therapy are finding a benefit in using music to help cancer patients, children with ADD, and others, and even hospitals are beginning to use music and music therapy to help with pain management, to help ward off depression, to promote movement, to calm patients, to ease muscle tension, and for many other benefits that music and music therapy can bring. This is not surprising, as music affects the body and mind in many powerful ways.

The idea of music as a healing influence which could affect health and behavior is as least as old as the writings of Aristotle and Plato. Profession formally began in the 20th century after World War I and World War II when the community of musicians of all types, both amateur and professional, went to

Veterans hospitals around the country to play for the thousands of veterans suffering both physical and emotional trauma from the wars. The patients' notable physical and emotional responses to music led the doctors and nurses to request the hiring of musicians by the hospitals. It was soon evident that the hospital musicians needed some prior training before entering the facility and so the demand grew for a college curriculum. A very brief historical glimpse of this fascinating profession follows below [3, p. 59].

The earliest known reference to music therapy appeared in 1789 in an unsigned article in *Columbian Magazine* titled "Music Physically Considered." In the early 1800s, writings on the therapeutic value of music appeared in two medical dissertations, the first published by Edwin Atlee (1804) and the second by Samuel Mathews (1806) [3, p. 70]. Atlee and Mathews were both students of Dr. Benjamin Rush, a physician and psychiatrist who was a strong proponent of using music to treat medical diseases. The 1800s also saw the first recorded music therapy intervention in an institutional setting (Blackwell's Island in New York) as well as the first recorded systematic experiment in music therapy (Corning's use of music to alter dream states during psychotherapy).

Interest in music therapy continued to gain support during the early 1900s leading to the formation of several short-lived associations. In 1903, Eva Augusta Vescelius founded the National Society of Musical Therapeutics in USA. In 1926, Isa Maud Ilse founded the National Association for Music in Hospitals. And in 1941, Harriet Ayer Seymour founded the National Foundation of Music Therapy. Although these organizations contributed the first journals, books, and educational courses on music therapy, they unfortunately were not able to develop an organized clinical profession [4, p. 132].

In the 1940s, three persons began to emerge as innovators and key players in the development of music therapy as an organized clinical profession. Psychiatrist and music therapist Ira Altshuler, MD promoted music therapy in Michigan for three decades. Willem van de Wall pioneered the use of music therapy in state-funded facilities and wrote the first "how to" music therapy text, *Music in Institutions* (1936). E. Thayer Gaston, known as the "father of music therapy," was instrumental in moving the profession forward in terms of an organizational and educational standpoint. The first music therapy college training programs were also created in the 1940s. Michigan State University established the first academic program in music therapy (1944) and other universities followed suit, including the University of Kansas, Chicago Musical College, College of the Pacific, and Alverno College [4, p. 135].

The National Association for Music Therapy (NAMT) was founded at the meeting in New York City on June 2, 1950. NAMT succeeded where previous music therapy associations failed by creating a constitution and bylaws, developing standards for university-level educational and clinical training requirements, making research and clinical training a priority, creating a registry and, later, board-certification requirements, and publishing research and clinical journals. NAMT operated from 1950-1997 and saw the creation of a board-certification

program (1985), a critically-acclaimed Senate Hearing on Aging (1991), and the growth of music therapy from a few dozen practitioners to thousands [4, p. 165].

From 2000 there has been a new era of music therapy in Ukraine. The first steps in modern approach to music therapy were made in Zaporozhye, in one of the largest cities of the land with its population of about 900,000 people. The faculty of Social Pedagogy and Psychology of the State University Zaporozhye (Ukraine) and the faculty of music-therapy of the University of Applied Sciences Magdeburg-Stendal (Germany) have started a new collaborative project with the title 'Social-pedagogical rehabilitation with music'.

Dr. Thomas Wosch, the director of music therapy of the University of Applied Sciences Magdeburg-Stendal, visited Zaporozhye in September 2000 to make a presentation on 'Active Group Music therapy' (AGM) to the academic staff at the State University Zaporozhye. A year later, during Dr Wosch's second visit, a student group at Zaporozhye had the opportunity to take part in AGM themselves, then to listen to the lectures given over the internet and to visit Magdeburg in order to learn more about the context of using music therapy in Germany. It is proposed to continue this distance-study method and some of 12 Ukrainian students will have a certificate as a qualification, which gives them the right to use different methods of active music therapy. Some social organisations of Zaporozhye have already learned about this project and would be glad to have a sociologist or a psychologist with such an extra education with whom to collaborate.

There is a license for this MT-course given by the Ministry of Education of Ukraine, in two years the State University Zaporozhye is going to get a license for music therapy as a specialization and eventually for music therapy as a faculty within the university [5, p. 59].

Music therapy currently doesn't have professional status in the Ukraine. There are no special music therapy rooms and there aren't enough music instruments to use in Active Music Therapy, however some necessary prerequisites for its development are emerging now and there is a great enthusiasm from everybody here who are working hard to give a new chance to people who need music therapy.

The research has shown that music with a strong beat can stimulate brainwaves to resonate in sync with the beat, with faster beats bringing sharper concentration and more alert thinking, and a slower tempo promoting a calm, meditative state. Also, the research has found that the change in brainwave activity levels that the music can bring can also enable the brain to shift speeds more easily on its own as needed, which means that music can bring lasting benefits to one's state of mind, even after a person has stopped listening.

With alterations in brainwaves come changes in other bodily functions. Those governed by the autonomic nervous system, such as breathing and heart rate can also be altered by the changes music can bring. It can mean slower breathing, slower heart rate, and an activation of the relaxation response among other things. This is why music and music therapy can help counteract or prevent the damaging effects of chronic stress, greatly promoting not only relaxation, but health.

Music can also be used to bring a more positive state of mind, helping to keep depression and anxiety at bay. This can help prevent the stress response from wreaking havoc on the body, and can help keep creativity and optimism levels higher, bringing many other benefits.

Music has also been found to bring many other benefits, such as lowering blood pressure (which can also reduce the risk of stroke and other health problems over time), boost immunity, the ease of muscle tension etc. With so many benefits and such profound physical effects, it's no surprise that so many people are seeing music as an important tool to help the body in staying (or becoming) healthy. With all these benefits that music can carry, it's no surprise that music therapy is growing in popularity. Many hospitals are using music therapists for pain management and other uses. Music therapists help with several other issues as well, including stress [1, p. 45].

While music therapy is an important discipline, you can also achieve many benefits from music on your own. Music can be used in daily life for relaxation, to gain energy when feeling drained, for catharsis when dealing with emotional stress, and in other ways as well.

BBC News has reported that “music therapy can be used to improve treatment of depression, at least in the short term”. This story was based on a trial in which people being treated for depression with standard therapy were also given 20 one-hour music therapy sessions. During the sessions they could play a mallet instrument, a percussion instrument or an acoustic, West African djembe drum. After three months, patients receiving music therapy had a significantly greater improvement in their symptoms than those who had only received standard therapy. However, assessments made a further three months after the therapy finished showed that these differences were no longer statistically significant [2, p. 299].

Published research studies indicate that music educators often report lacking adequate training regarding the educational needs of students with disabilities and limited knowledge of effective teaching strategies to meet those needs. The Zaporozhye State University discovered studying music therapy in Ukraine and other universities will take an example soon. We conducted a survey and found out that 17 of 20 students of the Kharkiv National University named by Karazin want to try music therapy on themselves.

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